DOCUMENT RESUME

ED 431 563 RC 021 817

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TITLE The Citizen Factory: Schooling and Cultural Production in Bolivia. SUNY Series: Power, Social Identity, and Education.
ISBN ISBN-0-7914-4038-9
PUB DATE 1999-00-00
NOTE 442p.; Foreword by Douglas Foley.
AVAILABLE FROM State University of New York Press, c/o CUP Services, Box 6525, Ithaca, NY 14851; Tel: 800-666-2211 (Toll Free); e-mail: orderbook@cupserv.org (cloth: ISBN-0-7914-4037-0, $74.50; paper: ISBN-0-7914-4038-9, $24.95).
PUB TYPE Books (010) -- Reports - Research (143)
EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS American Indian Education; American Indians; Classroom Communication; *Culture Conflict; Educational Anthropology; Educational Practices; Elementary Secondary Education; Ethnicity; Ethnography; Foreign Countries; Hidden Curriculum; Higher Education; Ideology; Indigenous Populations; Latin Americans; *Preservice Teacher Education; *Preservice Teachers; Resistance (Psychology); Rural Education; *Socialization; *Student Experience
IDENTIFIERS *Aymara People; *Bolivia; Hegemony

ABSTRACT

This book attempts to engage theoretical questions of ethnicity, ideology, and identity as they are lived out by Aymara students in a small teachers' college in rural Bolivia. A year of fieldwork at the Escuela Normal Rural "Kollasuyo" focused on the experiences of Aymara students during their intensive training to become rural teachers, the primary disseminators of "national culture" to the rural population. On one level, the book is about analyzing "the way things are" in Bolivian teacher education--how certain conceptions of teachers and teaching arise, what conditions maintain these concepts, how educational practices affect students, and how students resist these practices and their effects. On another level, it is about questions of identity in modern nation-states, the school's role in the reproduction of the social order, subjects' resistance to that order, and the uses of language for both reproductive and resistant ends. Chapters are: (1) Ethnicity and the Construction of Nationhood; (2) Rural Schooling in Bolivia; (3) Student Life at the Normal School; (4) Curriculum and Identity; (5) Commodified Language and Alienated Exchange in the Normal School; (6) Student Resistance to Commodification and Alienation: Silence, Satire, and the Academic Black Market; and (7) An Alternative Vision: Notes toward a Transformative Bolivian Pedagogy. An appendix briefly describes the students interviewed. Contains approximately 225 references, extensive notes, and an index. (SV)

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